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An Opportunity for Junior Colleges to Strengthen Community Service Through the Use of World Affairs Programs with the Counsel of the Foreign Policy Association.

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Junior colleges are increasing their community services--those activities beyond regularly scheduled classes--by (1) encouraging community groups to use college facilities and services, (2) providing the college's special educational skills to all age groups, (3) supplying leadership and coordination experience to community long-range planning and special group problems, (4) promoting cultural, social, and intellectual life of the community and enriching the use of leisure time. This paper describes special programs in world affairs available from the Foreign Policy Association. On request, its regional representatives work wit h the college on programs intended to inform citizens about issues facing the United States, encourage them to examine these issues and reach their own conclusions, and stimulate them to express their opinions to the country's policy makers. Each year eight important topics are selected for the "Great Decisions" program in U.S. foreign policy. Suggestions are made for the timing and use of the material, if they fit the college schedule. For each topic, a booklet is supplied, with background material, questions to provoke discussion, ballots for expression of opinion, a suggested reading list, maps, etc. The material may be incorporated into any world affairs curriculum or used in community discussion groups. The paper also notes what media coverage may be expected for the series, lists institutions using the program, and describes supplementary services. (HH)

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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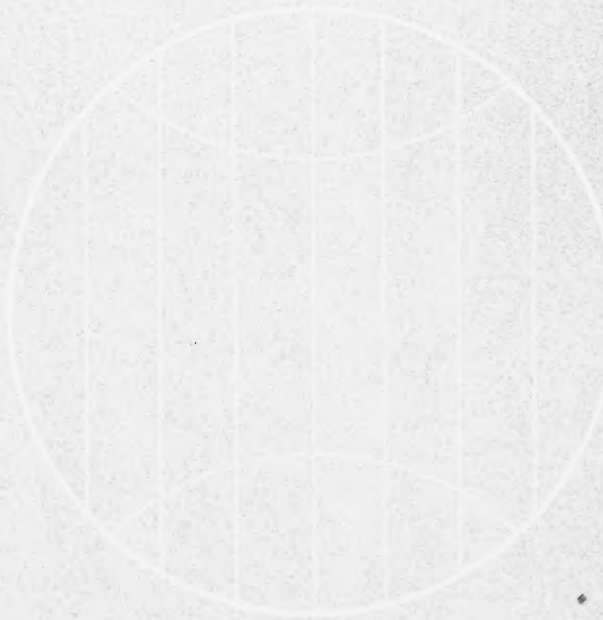
An opportunity for Junior Colleges to strengthen COMMUNITY SERVICE through the use of WORLD AFFAIRS PROGRAMS



with the counsel of the Foreign Policy Association

JC 690 105

UNIVERSITY OF CALIF.
LOS ANGELES

MAR 20 1969

CLEARINGHOUSE FOR
JUNIOR COLLEGE
INFORMATION

Two year colleges - whether privately endowed or state supported - are immensely varied in the curriculum they offer, the age groups they reach, the times they schedule classes. What they nearly all have in common and recognize as an increasingly important function is COMMUNITY SERVICE -

> educational, cultural and recreational services above and beyond regularly scheduled day and evening classes.

Chancellor Samuel B. Gould of the State University of New York emphasizes the value of this dimension of informal education in these words:

> "It is my conviction that a college, in addition to its more readily accepted intellectual dimension, should have the dimension of a community that offers a place for the general life enrichment of all who live nearby: young and old, artisan and farmer and member of a profession, college graduate and comparatively unskilled. Thus many of the gaps or weaknesses that the new pressures of numbers are bound to create in formal education can be filled or strengthened as a college opens its doors and its resources to all in a friendly and informal fashion, without thought of credits or degrees or anything more than to assist the burgeoning of understanding in the individual as a member of a personal, physical, political, economic, artistic and spiritual world."

Some of the ways in which community colleges can measure up to these challenges were set forth by Dr. Ervin L. Harlacher, President of Brookdale Community College. In a report to the American Association of Junior Colleges he listed the following objectives for these colleges:

1. Become a center of community life by encouraging the use of college facilities and services by community groups when such use does not interfere with the college's regularly scheduled day and evening programs;

2. Provide educational services for all age groups which utilize the special skills and knowledge of the college staff and other experts and are designed to meet the needs of community groups and the college district community at large;

3. Provide the community with the leadership and coordination capabilities of the college, assist the community in long-range planning, and join with individuals and groups in attacking unsolved problems;

4. Contribute to and promote the cultural, intellectual, and social life of the college district community and the development of skills for the profitable use of leisure time.

The Foreign Policy Association has been working with leaders of junior and community colleges who believe the community service programs have a great potential yet to be realized.

In these pages some program suggestions are offered in the knowledge that no single pattern will serve all colleges, but with the hope that a diversity of cooperative programs could be of value.

Programs available from FPA concentrate on education in world affairs. They are intended to inform citizens about issues confronting the United States; to encourage individuals to study and make up their own minds about these issues, and to stimulate Americans to participate in the democratic process by using the avenues open to them to express their thoughts to the country's policy makers.

FPA has offices which service the entire nation. The regional representatives named on the map at the end of this brochure would be pleased to work with any junior or community colleges that call upon them.

FOREIGN POLICY ASSOCIATION PROGRAMS JUNIOR COLLEGES CAN USE

I GREAT DECISIONS

The annual "Great Decisions" program has been offered by colleges across the country to students and adults in the communities they serve. This program brings participants increased knowledge of key foreign policy problems and encourages them to arrive at their own opinions about these issues.

- How does the program work?

"Great Decisions," originated in 1954, involves participants in over a thousand communities and in schools throughout the country in the study and discussion of eight issues of vital importance to United States foreign policy.

The program takes place during February and March, and members of "Great Decisions" groups usually discuss one topic each week for eight weeks. In many communities the discussion schedule is extended beyond this period of time. While it is recommended that "Great Decisions" be used during these two months because of extensive media support given to the program at this time, each community and organization may schedule it at the time best suited to its needs.

- What are the issues covered?

Each year, eight topics are identified as issues of vital importance to U.S. foreign policy during the coming year. For example, the following were the topics offered in 1968 and 1969:

GREAT DECISIONS...1968

THE MIDDLE EAST
— What Prospects for Enduring Peace?
BRAZIL
— Key to Latin America's Future?
UPHEAVAL IN COMMUNIST CHINA
— What Outlook for the Cultural Revolution?
BRITAIN AFTER EMPIRE
— New Role for an Old Ally?
THE 'OTHER WAR' IN VIETNAM
— Can Pacification Succeed?
THE TWO GERMANIES
— Roadblock to East-West Detente?
DOLLARS, TRADE AND AID
— What Policies for World Prosperity?
AMERICAN POWER AND FOREIGN POLICY
— Is the U.S. Overextended?

GREAT DECISIONS...1969

CZECHOSLOVAKIA, RUSSIA AND EASTERN EUROPE
— What Outlook for East-West Coexistence?
CANADA UNDER TRUDEAU
— New Identity for our Closest Ally?
AFRICA, ASIA AND THE DEVELOPMENT DECADE
— Must the Poverty Gap Widen?
SOUTHEAST ASIA
— More Vietnams in the Making?
WESTERN EUROPE AND THE U.S.
— Toward a New Relationship?
CUBA—THE CASTRO DECADE
— What Challenge to the Americas?
THE MIDDLE EAST TINDERBOX
— Is Another Round Inevitable?
DISSENT, DEMOCRACY AND FOREIGN POLICY
— What Role for Minority Opinions?

- What materials are needed?

The only material required is the "Great Decisions" booklet, published by the Foreign Policy Association. This booklet provides background material essential for understanding each area or issue under study, and presents impartial analyses of the range of alternatives available to U.S. policy-makers.

Each booklet also contains questions for discussion, Opinion Ballots permitting participants to indicate policy options they favor, a short bibliography with additional materials appropriate to each topic, and maps, photographs, charts and other learning aids.

- Who sponsors "Great Decisions"?

"Great Decisions" is offered nationally by the Foreign Policy Association. It is used in thousands of classrooms across the country, in schools and colleges, and by extension services. It is also sponsored locally by civic and religious organizations, labor and farm groups, business corporations, newspapers and broadcasting stations, libraries and many other agencies.

In some areas "Great Decisions" is a community-wide or statewide activity, including locally produced radio and TV programs and special newspaper features to supplement the discussion materials. Elsewhere, "Great Decisions" may be a single group made up of interested citizens.

- How can "Great Decisions" be used by junior colleges?

As part of your college curriculum:

You can incorporate the program in classes which include the teaching of world affairs and international relations. Many teachers have sought out "Great Decisions" because they find it is the most up-to-date material of its kind which stimulates student interest.

The following colleges and universities are among many which have incorporated this program in their curriculum:

University of Kansas
Brigham Young University
South Dakota State University
University of California at Berkeley
Diablo Valley Community College, Pleasant Hill, California
Bristol Community College, Fall River, Massachusetts
University of Toledo Community College, Toledo, Ohio
Bennett College, Millbrook, New York

You can offer the program as an extra-curricular activity to all students.

You can sponsor a series of forums or lectures with guest speakers on each of the eight topics, which would be open to classes using "Great Decisions" and/or the entire student body.

As a community project:

You can invite community organizations and nearby colleges to form discussion groups and offer advice on how to organize groups in homes, at organization headquarters, or on campuses.

You can coordinate a community program with your college program by providing a series of lectures which citizens in the community and students can attend at the same time that they are studying and discussing the topics.

You can publicize the "Great Decisions" program in your community newspapers and you can offer radio programs on the topics on your college or community radio station. (Nationally available media support is outlined below.)

You can handle the ordering of "Great Decisions" booklets for your college and community and you can also be the center for tabulating Opinion Ballots of adult discussion groups. The results of the balloting could be reported in your local news media.

You can sponsor an "Issues Conference" inviting Congressmen from your area to meet with "Great Decisions" participants and interested members of the student body to discuss some of the key issues at the end of the eight-week program.

- What media support is available during February and March?

Radio: Wayne State University makes available to college radio stations and to affiliates of the Mutual Broadcasting System, as well as other interested community stations, a series of eight half-hour radio programs based on the GREAT DECISIONS topics. Experts are interviewed on each of the eight topics, with an effort to present lively, authoritative discussions with differing points of view.

Colleges interested in broadcasting this series of radio programs on their own stations during February and March, or on stations in their communities, can acquire tapes, without cost, by writing to: General Manager, Dept. GREAT DECISIONS, WDET-FM, Wayne State University, Detroit, Michigan 48202. At the completion of the eight week series, tapes are returned to Wayne State or a station is charged for the cost of the tapes.

Television: Colleges may wish to contact community television stations to discuss possibilities for local programs on the GREAT DECISIONS topics. If a local educational television station, or another community station, knows that groups are meeting to discuss the topics, the station might wish to contribute to this community project.

Press: United Press International prepares a series of articles based on GREAT DECISIONS. These articles, written by UPI's foreign correspondents, report on the latest developments pertaining to each topic. You can encourage local newspapers to use the series, or to prepare articles of their own.

The Chicago Daily News-Sun Times Wire Service also prepares a series of articles on the topics, offered to its subscriber newspapers. Once again, local newspapers can be reminded about this available series.

Examples of effective GREAT DECISIONS programs

The following are a few examples of the use of GREAT DECISIONS by two-year colleges:

Rockingham Community College, Wentworth, North Carolina

In a county with less than 70,000 people, in an essentially agricultural region, Rockingham Community College first organized GREAT DECISIONS in 1966. Some 30 to 35 discussion groups, and a well-attended public forum which involved 900 people encouraged the college to sponsor the program again in 1967.

Discussion groups were formed, and a series of eight public forums were held at the college, bringing another 500 to 700 people into the program.

By 1968, the program was a successful part of Rockingham Community College's efforts to work within its community. The forums were well attended, and adult discussion groups have increased in numbers.

According to Dr. Dewey A. Adams, the Director of Adult Education at the college who is now Associate Professor, Department of Adult Education, North Carolina State University, Raleigh, North Carolina, the following five factors contributed heavily to the program's success:

1. A leader training workshop held prior to the beginning of the program.

2. The procedure of co-sponsoring group discussions with other community organizations.

3. Personal contact by community group leaders.

4. Massive publicity -- including radio and newspaper releases and programs in local organizations.

5. The timeliness of the subjects discussed.

San Francisco Bay Area, California

In 1968, an experimental project was launched in the San Francisco Bay Area. Seven community colleges arranged for group coordinators to assist in organizing GREAT DECISIONS groups among adults in the college districts. Colleges participating were: College of San Mateo, West Valley College, Diablo Valley College, Foothill College, San Jose City College, Laney College and Chabot College.

An average of 25 discussion groups per college were organized involving some 2,700 participants.

Corning Community College, Corning, New York

In the spring of 1967, the Division of Continuing Education at Corning Community College sponsored its first GREAT DECISIONS program. The public response encouraged the college to enlarge the scope of its program the following year.

Two GREAT DECISIONS programs were offered in 1968 -- one on campus for Corning area residents and an identical one in the Steele Memorial Library in Elmira, two nights later, for Elmira area residents.

Excellent cooperation and support came from the local press and radio stations. The Leader, Corning's major newspaper, carried publicity before and after each session and ran the UPI articles on each topic; the Elmira Star Gazette carried publicity and gave editorial support to the program. Radio Station WCBA, in Corning, carried daily spot announcements of each week's program, and a daily background talk by a college professor on each topic. The college also mailed brochures describing the series to area educators and interested citizens in the community.

Faculty members ran each discussion meeting, which was open to the public free of charge. The college provided the GREAT DECISIONS booklet with background material on each topic. The Library in Elmira set up a book display on each week's topic.

Public response was extremely gratifying -- twice as many participating in 1968 compared to the previous year. The audience included businessmen, engineers, doctors, lawyers, educators and students, with one-third of those who participated in the program attending all or nearly all of the discussion meetings.

Opinion ballots were used and the results of each week's balloting were tabulated and sent to local Congressmen.

The program will be repeated in 1969, with plans to add a ninth joint session to which the area's Congressmen will be invited to comment and answer questions.

Area Ten Community College, Cedar Rapids, Iowa

At Cedar Rapids, Iowa, the new Area Ten Community College, one of eleven new community college districts recently created in Iowa, determined to use the GREAT DECISIONS program in expanding its informal educational efforts in the College's area. The Coordinator of General Adult Education, with the backing of his Community Services Division, approached the Cedar Rapids-Iowa City area, gained the active cooperation of churches, voluntary organizations, the commercial news media and the local political structures, and succeeded in involving close to 1,000 persons in a stimulating eight weeks of discussion, debate and learning about the vital issues dealt with in GREAT DECISIONS.

A large, well-covered meeting between many GREAT DECISIONS participants and their Congressmen followed the eight-week series. Subsequently, the College used one of FPA's Simulation Games for GREAT DECISIONS participants and others desiring additional involvement in important international questions.

II TWO SEMINARS - Suggested Format and Materials

A. American Leadership Seminar

The American Leadership Seminar, developed by FPA, is an educational program which can help strengthen the relationship of a college with its community, its alumni, and potential private supporters. For these reasons, you may find this program useful to your community college.

- What is the Seminar?

  The American Leadership Seminar is a one and one-half day study and discussion of a major foreign policy issue with a built-in and tested learning process which makes it unusually effective. Usually the seminar is offered by colleges and universities although it may also be organized by other institutions with educational obligations to their communities.

In a typical seminar, a selected group of about 25 local opinion leaders, invited by the sponsoring organization, meet and may include: corporation executives, members of the legal profession, labor leaders, representatives from agricultural organizations, industry and finance, and other community leaders.

- Why was it developed?

  The seminar was developed to enable opinion leaders in the community to engage in intensive study and discussion of a long-range issue of foreign policy. It was also developed to help strengthen lines of communication between the educational community and leaders in other walks of life, including the business world.

- How does it work?

  1. An educational institution may sponsor a seminar. The sponsor:
     - selects and invites the participants - approximately 25
     - provides the scholars (resource persons) - there can be as few as two - to advise and guide.
     - sets the registration fee for participants at a level which will cover the costs of the seminar.

2. The Foreign Policy Association has prepared the seminar reading and discussion materials. These are non-partisan and are designed to lead the participants into questioning and discussion.

   The theme of the latest seminar is "Making Foreign Policy in a Nuclear Age." The cost of a set of materials, used by each participant, is $2.50 and is usually included in the registration fee set by the sponsor.

- Institutions which have sponsored American Leadership Seminars include:

  Assumption College
  Bennington College
  Colorado State University
  - Colorado Wheat Administration
  - Estes Park Center

  Oklahoma University (Center for Continuing Education)
  University of Wisconsin (Fox Valley Campus)
  Eastern Oregon College
  Mesa College
  Michigan State University
  Harvard University Graduate School of Business Administration

B. "POCKET SEMINAR" on "Africa, Asia and the Development Decade: Must the Poverty Gap Widen?"

   FPA's "Pocket Seminar" on economic development and foreign aid has been designed for maximum flexibility and a minimum of organizational effort. The program is built around FPA's 12-page 1969 GREAT DECISIONS topic, "Africa, Asia and the Development Decade: Must the Poverty Gap Widen?"

- How does the seminar work?

The seminar consists of four sessions or sections which can be covered in one day (two sessions in the morning, two in the afternoon) or in as many as two or four full days, depending on the extent to which the topic is to be examined in detail.

Each session covers an important aspect of the development-foreign aid effort on a systematic basis, with discussion questions and suggested resources designed to develop an understanding and awareness of the complexity of the development task.

The first session examines the record of the so-called Development Decade to date, assessing the gloomy atmosphere in which that decade is drawing to a close. The second session turns to an analysis of the social and political obstacles to development among the poor nations, obstacles which have drawn increased attention as the goals of the development decade have faded from realization. The third session examines the economic requirements of modernization in the light of knowledge gained over the past 10 years, and the final session analyzes the aid effort of the United States and where it should go from here.

Each session is provided with an outline guide for discussion, a list of selected reading which can readily be placed on library reserve and a set of questions designed to evoke systematic discussion of the particular issues under analysis. Suggestions are also made for further sessions should there be a desire to pursue the topic in greater detail or depth.

III DANGEROUS PARALLEL - SIMULATION GAME FOR ADULT OR CLASSROOM USE

A new simulation game, designed to utilize one of the most exciting new educational techniques to involve citizens and/or students in foreign policy decision-making, has been developed and tested by the Foreign Policy Association. Entitled DANGEROUS PARALLEL, the game can be used by colleges as a community service program for adults, as well as part of the curriculum for teaching world affairs.

- What is the game?

DANGEROUS PARALLEL is a simulation of the decision to cross the 38th parallel in the Korean War. The historical situation is disguised, and individuals taking part play the roles of the leaders and ministers of the six countries involved. In the roles assigned, participants study the facts available to their country, determine goals and engage in negotiations to accomplish them.

As various decisions are made and actions taken, the group chairman of an adult group, or the teacher in a class, takes the part of "Control," and indicates the consequences of the moves of the six teams. New actions are then called for to meet the new situation. Persons taking part in the game experience the limitations put on national actions by the realities of economic and military resources, and they experience the extreme complexity of foreign policy issues, especially in times of crisis. A "debriefing" discussion at the end of the simulation provides an opportunity for persons playing the game to stop to discover the meanings and consequences of actions taken during the simulation.

- What does the game offer adults as an educational experience?

The game provides an exciting new format to acquaint citizens with the decision-making process during a crisis in foreign affairs. By participating, adults experience the simulation that comes from a group activity which is involving, not passive, and which gives each individual a task to perform. In addition to the knowledge which comes from dealing with the crisis in the game, the simulation provides a framework for judging real future crisis in the world.

The game also offers experience in techniques of negotiation, in developing skills which could be used in trying to arrive at workable solutions with teams advocating different points of view and different solutions to the crisis. This element is particularly important when individuals are invited to take part who may not have a special interest in foreign affairs, but who could benefit from the technique of simulation as well as the knowledge acquired on the crisis itself.

- How can DANGEROUS PARALLEL be used in the community?

The game can be offered by a college alone, or by a college in cooperation with one or more community organizations.

Representatives of the Foreign Policy Association (listed at the end of this report) would be pleased to tell you how a representative of the college could be trained to take on the role of "Control."

Experience with adult participation in the game has resulted in a number of observations which may be helpful to colleges planning to offer this program:

1. The college can better acquaint itself with community leaders by inviting a number of such leaders to participate. They can represent civic groups, newspapers and other media, clergymen, minority groups, teachers and professors, and any combination of citizens who are active in the community.

2. Another suggestion would be for the college to invite different community organizations, including churches and synagogues, to have a session with the game. Thus, each time the game is offered, participants from the group co-sponsoring with the college could be divided into teams and the citizens in the community would have an opportunity to take part.

3. Third, the game also provides an avenue for college and community involvement with local media. For example, DANGEROUS PARALLEL was the subject of an experiment in audience participation in television over WGBX, an educational channel in Boston. The game was broadcast in a series of five programs in the fall of 1967, and the audience was made up of citizens at home who were asked to vote by phone and letter on decisions to be made. The station was pleased with the audience response, and has planned additional use of the technique.

4. The unique quality of simulation is that no preparation is needed. Thus an invitation to participate does not require any preliminary study. It is appealing in that individuals only have to reserve the time required to meet and play the game.

5. The program requires from three to five hours, and it has been found to be practical to offer it during an evening, or perhaps on a weekend afternoon.

6. Involvement is the key to the game's success with adults from a variety of backgrounds and fields of interest. Once preliminary explanations have been made, participants respond enthusiastically to role-playing and this is an excellent way to have individuals with diverse interests get to know one another.

7. The 'debriefing' sessions at the end of the game have proved to be as stimulating as the game itself. Here individuals relate their actual experience in dealing with crises of different kinds to the techniques revealed through the game; and those persons who have had experience in foreign affairs also contribute to further elaboration of the subject and other related foreign affairs matters.

Through imaginative use of the game, a college can find itself not only introducing local citizens to a new learning technique, but serving as a center for community activity which results in world affairs education and fun - a combination which can be the beginning of many constructive cooperative efforts.

- How can the game be ordered?

Interest in DANGEROUS PARALLEL aroused by adult groups as well as schools incorporating it in the curriculum, have led FPA to enter into a contract with Scott, Foresman and Company for the publication of the game.

Information about when it will be available and how much it will cost can be obtained by writing to the regional directors at the FPA office nearest you (see map at the end of report).

IV GUIDE TO FOREIGN POLICY ISSUES - A Program for Candidates and Voters

To encourage discussion of foreign policy issues during the 1968 campaign, the Foreign Policy Association sent a pack of materials to all incumbents and to more than 2,000 candidates for the U.S. Congress, as they filed for State primaries. The specially prepared packet contained an analysis of twelve major issues of U.S. foreign policy:

Vietnam	United Nations
Communist China	Foreign Aid
Soviet Union	Protectionism
Atlantic Alliance	Gold and the Dollar
Middle East	Defense
Latin America	U.S. Military Commitments

For each issue analyzed, the policy alternatives were outlined and the pros and cons stated for each alternative. There also was a bibliography on each topic.

In addition to this aid for candidates, FPA sought to encourage discussion of these issues by voters with the candidates. The basis was laid by preparing a different version of this same material for the use of the voter. Through Cowles Education Corporation, the analyses were published as a paperback under the title, "Foreign Policy Election Issues 1968."

The book was brought to the attention of a number of organizations. Voters found it gave them an excellent foundation for questioning candidates on these issues, and several organizations organized workshops among their members and invited the candidates to discuss the issues at these meetings.

The success of this project has encouraged FPA to plan to issue a "Guide to Foreign Policy Issues" in 1970. This will once again concentrate on key issues, and present succinct analyses of each. A college may wish to use the new publication as a basis for workshops to which members of the community would be invited. These meetings could be run in conjunction with citizen groups in the community, or by the college alone.

If groups of citizens meet to discuss these issues, a public session can then be held under the auspices of the college, and representatives running for office in 1970 can be invited to discuss the issues with the voters. Several colleges found this a very useful program in 1968 and for this reason, similar programs can be planned with the new "Guide" which will be available in 1970.

V. OTHER FOREIGN POLICY ASSOCIATION SERVICES YOU CAN USE

HEADLINE SERIES

This bimonthly series of 64-page pamphlets, written by leading experts, offers concise background of fact and analysis on foreign policy topics. The pamphlets include maps, charts, discussion guides and suggested readings, and are used extensively by schools and colleges as background and supplementary classroom readings.

1967-68 Titles:

The Struggle Against World Hunger
by D. Gale Johnson

India and Pakistan
by Wayne A. Wilcox

Britain at the Crossroads
by James B. Christoph

Disarmament and Arms Control
by Lincoln P. Bloomfield

Vietnam: Issues for Decision
by the Editors of the
Foreign Policy Association

Tomorrow's World: Challenges
to U.S. Diplomacy
Essays by Ithiel de Sola Pool,
Herman Kahn and Anthony J. Wiener,
D. G. Brennan, Roger Revelle

Titles for 1968-69:

Dissent, Democracy and Foreign
Policy - a Symposium
by Oscar Handlin, with
comments by Hans J. Morgenthau,
Daniel Callahan, Saul K. Padover,
and R. Paul Ramsey

The Middle East Conflict
by Malcolm H. Kerr

Southeast Asia
by Richard Butwell

New Directions in U.S. Foreign Policy -
a Symposium
by Paul Seabury, Richard Falk and
others

France in the Gaullist Era
by Mark Kesselman

85 cents each. Subscription, $5.00 for six issues per year.
Discounts for bulk orders.

NEW DIMENSIONS

This new series of booklets, published three or four times a year by the School Services Department of FPA, is designed to meet the needs of today's classroom teacher in social studies and world affairs.

Volume one, No. 1: "Simulation Games for the Social Studies Classroom" reports on this exciting new teaching technique and includes information on how effective simulation games are in the classroom; how they have been used; what games have been developed, and how teachers can get them.

Volume one, No. 2: "Foreign News and World Views: Interpreting the Newspaper in the Classroom," provides a framework for discussing the role of media in the preception of news.

Forthcoming issues will be on: "American History: An International Comparative Approach"
"Teaching About Modernization"

Single copies, $1.00, with discounts for bulk orders.

WORLD AFFAIRS BOOK CENTER

FPA's World Affairs Book Center offers the most comprehensive collection of books and pamphlets on foreign policy and world affairs available in any one bookstore in the United States. Its selections range from popular works to specialized treatises and are published by commercial and university presses, governmental and international agencies, and private, educational and research organizations. The collection of paperbacks in this field is particularly extensive and the Book Center prides itself in the number and range of its current stock.

Schools, libraries and individuals throughout the country order from the Book Center. If your college does not have its own bookstore, you may wish to contact the Book Center to be placed on their mailing list to receive "New Books on World Affairs," a monthly newsletter with the latest information on books recently published and acquired.

The World Affairs Book Center accepts mail orders, and is located at FPA headquarters, 345 East 46 Street, New York, New York 10017. Its telephone is (area code 212) 697-3934.

WHAT IS THE FOREIGN POLICY ASSOCIATION?

The Foreign Policy Association, founded in 1918, is a private, non-profit, nonpartisan organization. FPA has worked from the beginning to develop an informed, thoughtful and articulate public opinion on major issues of American foreign policy.

FPA serves the American people in cooperation with their own organizations, and in their own communities. It takes no stand on political issues and provides nonpartisan background materials to help any interested citizen group learn the facts and make up their own minds on important alternatives.

FPA receives financial support from corporations, foundations, members of the National Council of FPA and individual donors who contribute in the public interest. This makes up three-quarters of FPA's budget. Service fees and publication sales provide the remainder.

FOREIGN POLICY ASSOCIATION

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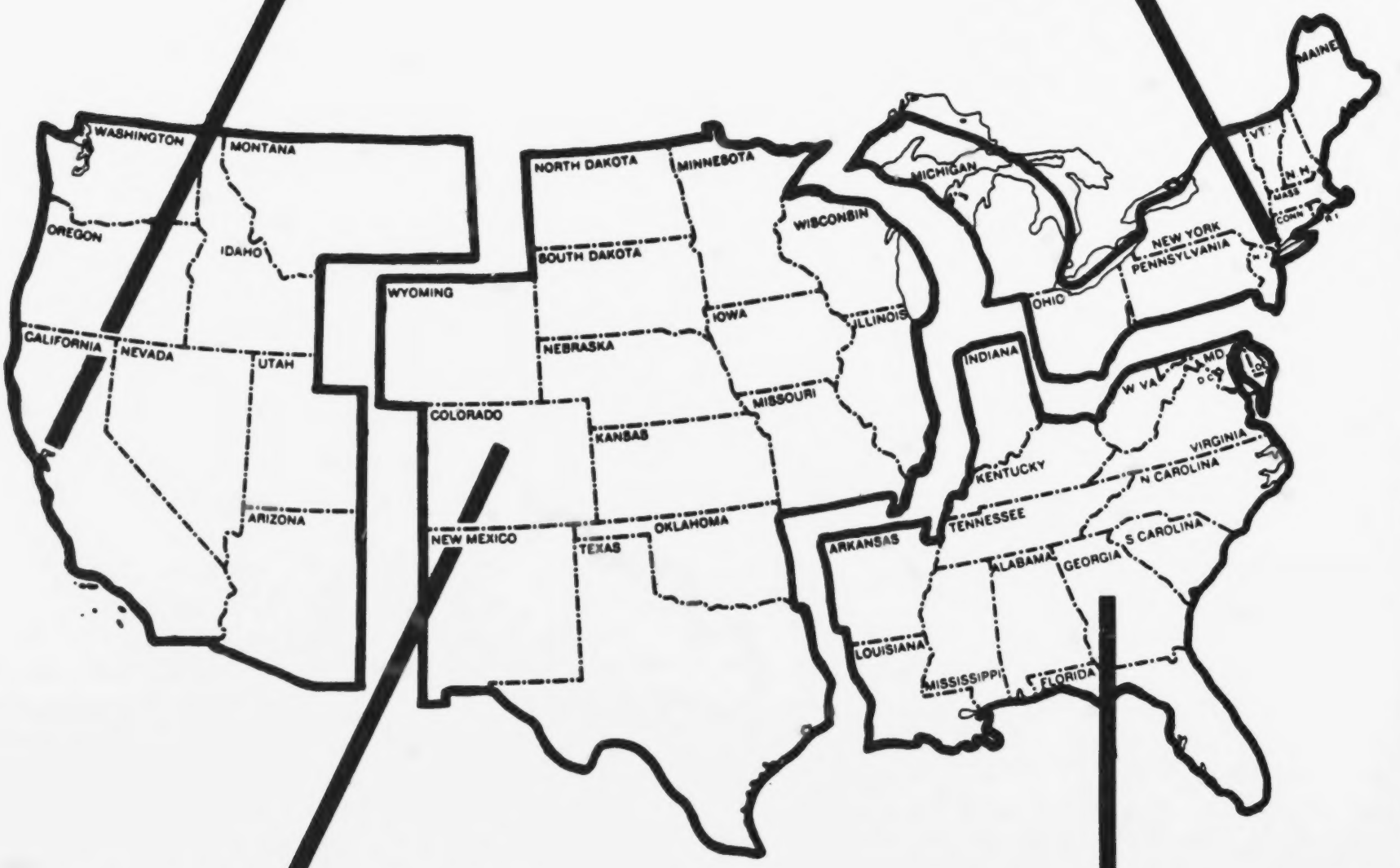

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* On leave until June 30, 1969